**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:** | | | **Date(s)**: Day 2 |
| **Unit Title: Count numbers 0 to 30** | | | | **Corresponding Unit Task: Task 4 – Student Object Choice (Day 2) This activity will be completed on day 3.** | | |
| **Essential Question(s): What does a number represent? How do we use numbers? How are numbers arranged?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: Book: Ten Apples Up On Top**  **picture of each student on a piece of construction paper, red construction paper with either 1-12 red apples for student to cut out, 30 apple cut outs** | | **Student: red construction paper with apples already drawn, glue, pencil, scissors** | | | **Count**  **Skip Count**  **Sets** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: K.CC.1, K.CC.2 and K.CC.3 Counting objects to 30, skip count to 30, count on to 30 and writing numbers 0-20.** | | | | | |
| **I Can Statement(s): I can count objects to 30.**  **I can count on to 30.**  **I can skip count to 30.**  **I can write to 20.** | | | | | |
| **Activating Strategy/Hook:** **(How will students become cognitively engaged and focused?) The teacher will read Ten Apples Up On Top. Students will participate by counting along with the story.** | | | | | |
| **Teacher Directed: Teacher will display 30 apple cut outs while counting out loud as she displays each apple. Apples will be placed in 3 sets of 10. Teacher will then skip count the sets of ten to 30.** | | | | | |
| **Guided Practice: Students will count the apples by 1’s and 10’s with the teacher. Teacher will count some of the apples and stop at various numbers and the students will then count on to 30.** | | | | | |
| **Independent Practice: Students will each get a piece of red construction paper with various numbers of apples drawn on them. Students will cut out their apples and count them.** | | | | | |
| **Closing/Summarizing Strategy: Students will count their apples as they put them into the bag and use their fingers to “write” the number of apples they have on their table.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Skip count higher than 30. | | | * Count to 20 by ones. | | | * Provide number cards for students to look at. |
| **Assessment(s): Teacher observation** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |